

Chief, Operations School

24 May 1956

Chief Instructor, CE

Final Course Report - Counterespionage Operations #2  
30 April - 18 May 1956

1. Counterespionage Operations No. 2 ended on 18 May 1956. It was attended by the regular complement of 15 students. Represented were students from FE, WE, WH, NEA, SR, EE, OTR, and the CI Staff. Grades ranged from GS-9 to GS-15. This was a polyglot group representing five different designations: 8 with FI, 4 PP, 2 OTR, and one with TSE. While such a group made the fixing of an instructional level difficult, general student reaction was quite favorable. At least two students asked that the course be lengthened to four weeks. Eleven students indicated the course level to be right, two believed it too high, two others did not comment.

2. This course was an improvement over the previous running in various aspects:

a. Requirements levied on the students through selected reading material and problems were more exacting and definitive.

b. An entire new series of tests was compiled.

c. All seminar sessions were better. This includes the Satellite Services Seminar. This phase of the Foreign Service bloc may nevertheless be changed. The [REDACTED] received most favorably, and it may be that [REDACTED] will be as profitable as the Satellite Services Seminar and more favorably received.

At the same time the staff is preparing a chart giving the names of each Satellite intelligence service, its charter, targets as we know them, and other established data. This will be a ready reference hand-out for the students.

3. The remaining problem is the [REDACTED] lecture. Mr. Harry [REDACTED] will discuss this matter anew with FE and propose that the lecture be cut to one hour and be devoted to FE efforts against the [REDACTED]. A one-hour lecture along with the NIS study will have to serve as our coverage of this service for the present.

4. The testing and evaluation phase of the course looms larger and more time consuming. With the assistance of [REDACTED] testing program was again materially altered. Two new tests, along

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with the reading and problem requirements, make our evaluative process more and more discriminating and scientific.

5. While the course content was better, the students were poorer; but the overall reaction will reflect quite favorably on OTR.

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